Suggested Timelines

District Accountability Contracts		School Planning Councils
	2001/2002	
Introduction of Accountability Contracts	Fall-Winter 2001/2002	
	Spring-Summer, 2002	School Planning Council Interim Guidelines are published
		Training plans are developed
	2002/2003	
	Fall, 2002	School Boards develop policy regarding SPCs
		Schools may use recent School Growth Plans for transition year
		SPC training
School Boards submit District Accountability Contracts to the Minister, as per legislation	October 31, 2002	
	Fall-Winter, 2002/2003	Monitor and revise growth plans as needed
		SPCs begin to collect and analyze data for 2003/2004 school plans
	Winter-Spring, 2003	SPCs develop school plans for fall 2003, and submit plans to district (date determined by districts)
	2003/2004	
District Accountability Contracts and SPC plans are aligned	Fall, 2003	
District Accountability Contracts due at the Ministry of Education	October 31, 2003	

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School Planning Councils

The purpose of School Planning Councils is to formally acknowledge the importance of parental involvement in improving student achievement. Many schools and districts have already developed thoughtful approaches to involving parents in planning - both at the school and the district level. School Planning Councils are intended to formalize the role of parents in all schools in British Columbia.

The School Planning Council is an advisory body. The major responsibility of School Planning Councils is to consult with the school community in developing, monitoring, and reviewing school plans for improving student achievement. 2002-2003 is a transition year to provide School Boards with the flexibility required to align their current planning processes with the new model.

Partner groups – BCCPAC, BCPVPA, BCSSA, BCSTA, BCTF – are working together to develop comprehensive guidelines and will work on training programs to support this initiative. The partner groups will continue to meet during the 2002-2003 school year to address issues related to the implementation of School Planning Councils.

School Community

It is important that the School Planning Council be proactive in reaching out to all members of the school community. The school community consists of all parents, students, administrators, teachers and support staff. School plans should reflect the characteristics, values, and needs of the school community.

The Mandate

The School Planning Council must meet requirements outlined in the *School Act:*

"By a date specified by the board, a School Planning Council must prepare and submit to the board a plan for the school in respect of improving student achievement and other matters contained in the board's accountability contract relating to the school." 8.3(2)

"A School Planning Council must consult with the parents' advisory council during the preparation of the school plan." 8.3(3)

The School Planning Council provides advice to the School Board with respect to:

- allocation of staff and resources in the school
- matters contained in the board's accountability contract relating to the school
- educational services and educational programs in the school

The School Planning Council does not engage in discussion or provide advice regarding:

- personal/confidential information on students, teachers, parents, or other employees
- complaints about individuals
- personnel matters

Structure

The School Planning Council consists of:

- the school principal
- one teacher representative elected by secret ballot from the teaching staff
- three representatives elected by secret ballot from the school's Parent Advisory Council (one representative must be an elected officer of the Parent Advisory Council)

Note: A parent is defined in the *School Act* as the:

- guardian of the person of the student or child
- person legally entitled to custody of the student or child, or
- person who usually has the care and control of the student or child

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Responsibilities

School Board

- ensures that a School Planning Council is in place for each school
- determines district timelines for the implementation of School Planning Councils
- communicates the proposed timelines and transition strategies to schools and PACs
- develops a working definition for "consult"

> Note: Work by the Vancouver School Board has defined school board consultation as the process where a board "seeks advice from those who may be affected by a decision... considers the advice and then makes its decision given the best information available".

- establishes a process to ensure that the plan developed by the School Planning Council is the result of consultation with the entire school community including parents, staff and students
- defines operating principles and board policy for ethical standards, conflict resolution and decision-making
- consults with School Planning Councils

Principal

- provides leadership in the collaborative work of the School Planning Council
- notifies the school community that a School Planning Council will be formed
- communicates purpose and timelines to the school community
- informs parents, teachers, other staff and students about the work of the School Planning Council

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- assembles existing information related to school level student achievement and the school district accountability contract. This information includes but is not limited to:
  - graduation rates;
  - grade to grade transitions (grades 6 to 12);
  - Foundation Skills Assessment information (grades 4, 7, 10);
  - parent, student and staff satisfaction survey results; and
  - other information about student performance
- in collaboration with the PAC and school staff, establishes mechanisms to promote effective two-way communication between the school community and the School Planning Council
- ensures that the plan developed by the School Planning Council is the result of consultation with the entire school community including parents, teaching and non-teaching staff, and students

Teachers

- elect, by secret ballot, one representative to the School Planning Council
- establish a process for the representative to:
  - receive input and direction from the school's teachers; and
  - inform the school's teachers about the School Planning Council work

Parent Advisory Council

- elects, by secret ballot, three representatives to the School Planning Council
- establishes or modifies its bylaws to establish a School Planning Council
- establishes mechanisms, in collaboration with the principal, to promote effective two-way communication between the school community and the School Planning Council
- assists the School Planning Council as requested

School Planning Cycle

School Plans

School plans are to focus on specific areas of student achievement. Student achievement includes intellectual, human and social development, and career development. The primary focus of the school is on intellectual development.

School plans should reflect the context of the school and the full range of students served.

The School Planning Council should consider district goals in the development of school plans.

Schools are encouraged to use a range of data sources in their planning including classroom, school, and district data and data provided by the Ministry.

The School Planning Council should consider the performance of significant groups depending on the population of the school (e.g., Aboriginal, ESL, Special Needs, etc.).

Goals identified by schools should be "SMART":

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**imely

The format, timing, and process for submission of school plans to the School Board will be decided by the school district.

School plans should include:

- clearly stated goals
- analysis and rationale for the selection of these goals
- an indication of the specific performance targets for improving student achievement
- a description of the data that the school uses to track its progress

The Planning Process

Plans developed by the School Planning Council at each school will be used to inform the district accountability contract.

Phase One - Collect and Interpret Student Performance Data

Public information about the school is made available to the School Planning Council. The School Planning Council interprets the information provided.

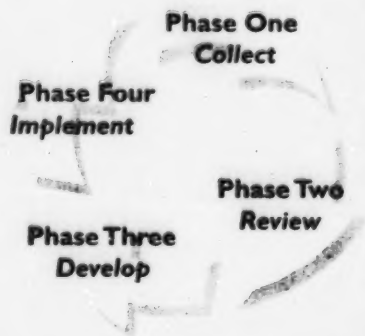
Phase Two - Review and Report

The information is reviewed to identify areas of strength and areas that require improvement. The School Planning Council may seek additional expertise as required. The School Planning Council shares its findings with the school community and solicits feedback.

Phase Three - Develop the Plan

Using the information from phases one and two, the School Planning Council develops goals, specifies intended results and strategies.

After consultation with the PAC and the school community, the completed school plan is submitted to the School Board for review. The School Board may accept the school plan, return the plan to the School Planning Council for modification, or reject the plan and direct the principal to develop an alternate plan.



Phase Four - Implement, Monitor and Report

School plans are implemented. The School Planning Council monitors progress and provides updates to the school community.